

HIGH SCHOOL CORE AREA

Economics

Standard ECON-7: The student will demonstrate an understanding of the national economy and economic policies in the United States.

ECON-7.4 Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous knowledge:

In first grade (1-3.3, 1-4.2) students identified ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all; and identify the different levels of government—local, state, and national. In second grade (2-3.3) students explained the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. As well, in third grade (3-3.4, 3-4.7) students outlined the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system and summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes. In fifth grade (5-4.3) students explained the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps.

In middle school (6-2.3) students summarized the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. Also in sixth grade (6-3.4, 6-3.6) students explained the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning; and also explained the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning and traditions, architecture, and government. In seventh grade (7-7.3, 7-7.6) students explained global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment; and also explained the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration. In eighth grade (8.4.4) students explained how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance

provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. Also in eighth grade (8-5.2, 8-6.1) students compared key aspects of the Populist movement in South Carolina, including the founding of land-grant colleges; and summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. Eighth grade (8-6.2, 8-7.1) students also explained the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North and summarized the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions.

In Global Studies (GS 5.6) students exemplified the lasting impact of World War II, including the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries. In United States History (USHC-5.2, USHC-6.1) students summarized the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization; and analyzed the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. U.S. History students (USHC-8.3, USHC-10.2) also summarized the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans; and summarized key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity. U.S. Government students (USG-1.1) will summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security. Also in United States Government (USG- 3.2) students explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina's government.

Future Knowledge

While no future knowledge is required, students should have a basic understanding of the role of the government in providing key public goods and services. All Americans are consumers of government provided or subsidized goods and services and should therefore, have a basic knowledge of where these goods come from and how they are paid for. This knowledge allows young adults to make their own decisions about how they believe public goods should be provided and paid for. It also provides an opportunity for students to consider what goods and

services they believe fall under the classification of public good. This information provides students with a sound foundation from which they can be well-informed citizens and decision-makers.

It is essential for students to know

It is essential that students understand the definition of a public good and a collectively consumed good. They should know the characteristics of these types of goods and further, understand the inherent challenges of the private provision of these goods. Examples like education, highways, national defense, public health, and public infrastructure provide useful illustrations. It is also essential to understand the potential for free riders with these types of goods and services.

Students must understand that public goods and services are paid for out of government tax revenue. These taxes may come from a variety of sources; income taxes, sales taxes, capital gains taxes, estate taxes, etc. It is essential that students understand the government cannot provide more public goods and/or services without either sacrificing some existing public good/service provision or raising more tax revenue. The government, and society as a whole, is faced with scarcity just as individuals are.

It is not essential for students to know

Students do not need to know details of past or current federal budgets. It is also not essential for students to know specifics related to government deficits or debt. Further, students do not need to know which types of taxation support specific public goods or services.

Assessment guidelines:

Appropriate assessment requires students to *explain* the types of goods and services that are funded with government revenues; therefore, the primary focus of assessment should be for students to *identify* key public goods and services provided by the government and to *summarize* the characteristics of these types of goods and services. However, appropriate assessment should also focus on student ability to *explain* the relationship between government tax collection and public good/service provision.